

**TEACHING READING COMPREHENSION ON  
ANALYTICAL EXPOSITION TEXT BY USING  
MULTIPASS STRATEGY**

**(A Pre-Experimental Research on the Second Semester of Eleventh Grade  
Students of SMAN 1 Sungai Raya in Academic Year 2013/ 2014)**

**A RESEARCH JOURNAL**

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# **TEACHING READING COMPREHENSION ON ANALYTICAL EXPOSITION TEXT BY USING MULTIPASS STRATEGY**

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**Abstract :** The purpose of this research is to investigate whether or not multipass strategy increase students' achievement in reading comprehension on analytical exposition text. The method which was used in this research was pre-experimental study. The population of this research was all of eleventh grade students of SMA Negeri 1 Sungai Raya in academic year 2013/2014 and the sample was taken from class XI IPA 3 which consists of 36 students. The data had been collected by using measurements techniques. The tool of the data collecting was multiple choice tests. The data were calculated and the result showed that the mean score of students' pretest of experimental group was 59,19 while the posttest was 80,72. The different score between pretest and posttest was 21,53. Moreover, the result of Effect Size was 1.06 (categorized as "strong effect" refers to the criteria of effect size table). The calculation of the t-test shows that the t-ratio was higher than the t-value ( $9,08 > 2,03$  at  $\alpha$  5%). Therefore the null hypothesis was rejected and the alternative hypothesis was accepted. In conclusion, there was a significance difference of the students' mean score in reading comprehension on analytical exposition text between pre-test and post-test after the treatment.

**Key Words :** Reading Comprehension, Analytical Exposition Text, Multipass Strategy

**Abstrak :** Penelitian ini bertujuan untuk menyelidiki efektifitas penerapan multipass strategi dalam meningkatkan prestasi belajar siswa pada pemahaman membaca teks eksposisi analitis. Metode yang digunakan dalam penelitian ini adalah penelitian pre-eksperimen. Populasi dalam penelitian ini adalah seluruh siswa kelas XI di SMA Negeri 1 Sungai Raya pada tahun akademik 2013/2014 dan sampel diambil dari kelas XI IPA 3 yang terdiri dari 36 siswa. Data dikumpulkan dengan menggunakan teknik pengukuran. Alat pengumpulan data berupa tes yang berbentuk pilihan ganda. Berdasarkan hasil perhitungan data didapati bahwa nilai rata-rata pre-test siswa adalah 59,19 dan nilai rata-rata post-test adalah 80,72. Selisih nilai antara pre-test dan post-test adalah 21,53. Selain itu, hasil perhitungan nilai efektifitas adalah 1,06 ( termasuk kategori "kuat" berdasarkan kriteria dalam tabel ukuran efektifitas). Perhitungan t-test menunjukkan bahwa t-hitung lebih besar daripada t-tabel ( $9,08 > 2,03$  dengan  $\alpha$  5%). Oleh sebab itu maka hipotesis null ditolak dan hipotesis alternatif diterima. Sebagai kesimpulan, ada perbedaan yang cukup signifikan antara pre-test dan post-test pada nilai rata-rata siswa dalam pemahaman membaca teks eksposisi analitis setelah diberikan perlakuan.

**Kata kunci :** Pemahaman membaca, teks eksposisi analitis, multipass strategi

Reading is an important skill in learning process. The main goal of reading is to find information and message conveyed in texts. As Hodgson as cited in Tarigan (2008, p. 7), reading is a process which is done and used by a reader to get information that is want to convey by the writer. It means that students use their reading skills to access and understand knowledge and ideas from texts. Therefore, students need to have a good ability in comprehending texts.

Constructing comprehension is hard to be built. Particularly for EFL learners, reading English text is struggling if they do not apply an appropriate strategy in reading. Those who do not use a reading strategy will be failed in reading and can not construct their comprehension. Boss and Vaughn (1994, p. 175) assume that teacher have to provide a reading strategy that will demonstrate to students how to interact with the text in such a way as to construct meaning. Teachers should guide and give their students a clear instruction in applying reading strategies to build meaning of the text being discussed.

In an attempt to construct a good comprehension, teachers need to build students' understanding gradually. According to Diane Fenner et al (2001, p.3) in order to comprehend what they read, before reading, the students need to use their prior knowledge to think about the topic and make predictions about probable meaning of the text, skim the text (previewing it) to get a sense of the overall meaning and reflect upon what they have read, relate what they have read to their own experiences, and clarify their understanding of the text.

In *School Based Curriculum/ Kurikulum Tingkat Satuan Pendidikan (KTSP)*, one of the text genres learned by the eleventh grade students in reading is analytical exposition text. Analytical exposition text is a text that elaborates the writer's idea, point of view and argument about a problem surrounding. Based on researcher's pre-observation in SMAN 1 Sungai Raya, the researcher found that in reading analytical exposition text, the English teacher in SMAN 1 Sungai Raya merely asked the students to read the text and find unfamiliar words. Then, the students were aimed to translate paragraph by paragraph. After that the teacher gave test to assess students' reading comprehension related to the information from the text. The researcher found that many students were very weak in comprehending the ideas presented in the text. They had difficulty to answer the questions and got problem in comprehending the text because their English teacher did not apply a reading strategy which can help them comprehending the text.

According to Harris and Graham (2007, p. 103) one suggested strategy designed to enhance comprehension on exposition text is multipass strategy. This strategy can help students constructing comprehension by going over the reading text several times with different goals in mind including making connection between students' prior knowledge and the text, combining the technique of skimming and scanning to select details and main idea from the text and making a note or highlighting the important information to help students remember the important message of the text. Furthermore, Schumaker et al cited in Harris and Graham (2007, p. 108) stated that in applying multipass strategy, students make three passes through an exposition text. The passes are survey, sort out and size

up. The purpose of multipass strategy is to help students find and remember key information in the passage, predict the topic, make connection between the topic and students prior knowledge and help students to understand how the information fits in a meaningful way.

Relating to the explanation above, it is necessary to conduct a pre-experimental research on teaching reading analytical exposition text by using multipass strategy to the students of SMAN 1 Sungai Raya especially to the eleventh grade. The researcher will use pre-experimental research because the main objective of this research is to assess how the influence of one or more treatments of the nature/condition of a particular population or to test hypotheses about the presence of a treatment effect. It consists of implementation the pre-test, treatment and post-test in three times meeting.

## **METHOD**

In investigating the effect of multipass strategy to increase students' comprehension in reading analytical exposition text, the writer use pre-experimental research with pre-test and post-test control group design.

The first step that the researcher did in this research was to give pre-test for experimental group in order to investigate the students' achievement before conducting the treatment. The treatment used multipass strategy in teaching reading comprehension on analytical exposition text. After the treatment, experimental group were given the post-test to measure the significant differences of students' mean score.

In this research, the writer took the eleventh grade of XI IPA 3 as the sample since they have difficulties in comprehending analytical exposition text. It consists of 36 students.

The data were collected by using achievement test. Achievement test is form of test that was used to measure the students' achievement after learning the material. Achievement test which will be used in this research is an objective test, and the type of objective test is multiple-choice type.

## **FINDING AND DISCUSSION**

### **Finding**

Based on the result of computation, it is found that t-test was 9,08. When the researcher checked the t-distribution table of significance 5% with  $df = N - 1$ , she found that  $df = 36 - 1 = 35$ . Because the result of  $df$  was 35, thus the t-table was 2.03. This means that t-value (9,08) was bigger than t-table (2.03). The significant difference could be interpreted that the use of multipass strategy was effective to increase students' achievement in reading analytical exposition text.

Furthermore, the computation of effect size of treatment is as follow :

$$\begin{aligned}
 ES &= \frac{M^2 - M^1}{S_{Post-test}} \\
 &= \frac{80,72 - 59,19}{20,15} \\
 &= \frac{21,5}{20,15} \\
 &= 1,06
 \end{aligned}$$

According to Muijs ( 2004, p. 139), the score above was categorized as strong effect. It means that teaching reading comprehension by using multipass strategy was an effective way to promote the students' ability to comprehend the material, especially the reading comprehension on analytical exposition texts.

## Discussion

Before implementing this research, the researcher has conducted a pre-test. It is to measure the students' ability in comprehending the analytical exposition text before giving the treatment. The try out was conducted on April, 17<sup>th</sup> 2014. Meanwhile, pre-test was conducted on April, 21<sup>st</sup> 2014. The result of the pre-test score showed that the students found the difficulties not only in understanding the explicit information but also the implicit information of the analytical exposition text. Based on the fact, the researcher intended to apply one of reading technique that is multipass strategy. Multipass strategy made up of three passes; survey, sort out and size up.

In survey pass, the students skimmed the reading material quickly in order to find the main idea and general organization of the text. They are aimed to read the first and last sentence of each paragraph to know the text generally.

The second pass was sort out. Here, the students aimed covers the students to look for specific information about the text without reading it from beginning to the end. They could do this by reading the questions at the end of the text. In this pass, the students would think about the material and discuss with their groupmates about topic of the text. After that they try to answer the question by using their own word (paraphrase) without consulting the text. They are aimed to make a note in their study card about the important points and key information of the text. The purpose in making the note is to make the students more understand about the content in the text. In addition, making the note will help them memorize the material better.

The third pass was size up. In this pass, the researcher asked the students to read the whole of the text. The purpose of this pass is to find the correct answers to the questions from the previous step. The researcher also aimed students to read their summary in order to make them more

remember about the important points and key information in the text. This pass also helped the students in answering the question at the end of the text.

In order to make the students more understand about multipass strategy, in the first treatment the researcher presented how to apply multipass strategy in reading analytical exposition text. In the second treatment, the students getting familiar with the multipass strategy more and tried to use multipass strategy in reading with guidance from the researcher. In the third treatment, students have to apply multipass strategy individually. The researcher handed out two analytical exposition texts. Each text consists of 15 multiple choice test items. The researcher monitored the class and helped students if they found difficulties in applying the strategy.

Based on the assessment in this meeting, the students had higher scores than the previous meetings. It is showed that the students have been accustomed with this strategy. The teaching reading comprehension on analytical exposition text by using multipass strategy had been successful.

From research findings, the mean score of post-test was higher than the mean score of post test ( $80,72 > 59,19$ ). Moreover, the result of Effect Size was 1.06 (categorized as “strong effect” refers to the criteria of effect size table). The t-value was higher than t-table ( $9,08 > 2,03$ ). It indicates the Null Hypothesis ( $H_0$ ) is rejected and Alternative Hypothesis ( $H_a$ ) is accepted.

In conclusion, multipass strategy is effective to improve reading comprehension on analytical exposition texts. Thus, teacher could use this technique as alternative way to encourage students’ participation and activate their knowledge before, during and after reading in order the students to comprehend an analytical exposition text. Therefore, the teachers should manage time allocation and interesting topic when they choose to apply this technique. Moreover, the teachers are suggested to motivate and explain the purpose of the activities to all students, so students could focus on what they were going to learn.

## CONCLUSION

Based on the analysis of the result of the test, students’ achievement in reading comprehension is increased by using multipass strategy. This was proved by the result of the mean score of pre-test and post-test after the treatment. The mean score in the pre-test was 59,19 (average to good) and in the post-test was 80.72, which was qualified as good to excellent. In addition, there was significant difference of the students’ achievement before and after the treatment. The result of the t-value was 9,08. It was higher than t-table for the  $df = 36-1 = 35$  that was 2.03. It is prove that multipass strategy which is consist of survey, sort out and size up can help students find and remember key information in the passage, predict the topic, make connection between the topic and students prior

knowledge and help students to understand how the information fits in a meaningful way.

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